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ABSTRACT

Designed to assist local school districts, this manual provides guidelines for the development of local plans for the education of academically or intellectually gifted students in North Carolina. In 1996, the General Assembly in North Carolina passed legislation removing gifted education from the law governing children with special needs and requiring each school system to develop a local plan for gifted students. The plan must be sent to the State Board of Education for review, comments, and recommendations. By the fall of 1998, all local school systems must begin implementation of their local plans. The guidebook addresses the following planning components: (1) screening, identification, and placements; (2) program service options; (3) program evaluation and student evaluation; (4) professional development; (5) community involvement; (6) procedures to resolve disagreements; (7) additional information that may be included; and (8) state funds. A number of forms are included, such as a blank form to be used for an individual student identification/placement record for a differentiated education program, forms for differentiated education plan program service options for different grades and yearly performance reviews, and a sample letter to parents of gifted high school students. (CR)

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Guidelines

Governing Local Plans for Gifted Education

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January 1997

Public Schools of North Carolina
State Board of Education . Jay Robinson, Chairman
Department of Public Instruction . Mike Ward, State Superintendent
Exceptional Children Division
Raleigh, NC

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Preface

The North Carolina Department of Public Instruction commissioned the Task Force on Academically Gifted Education in November 1993 at the direction of the General Assembly. The Task Force published its recommendations in March 1994 and nine model sites were chosen to pilot proposed changes. In January 1996 the Department of Public Instruction reported the progress of the model sites to the Education Oversight Committee of the General Assembly.

In July 1996 the General Assembly passed Article 9B effectively re-creating gifted education in North Carolina to reflect the recommendations in the Task Force Report and the planning process developed by the nine model sites. The 1996 legislation removed gifted education from the law governing children with special needs. The Exceptional Children Division will continue to oversee programs for academically or intellectually gifted children.

Each school system must develop a local plan for the education of academically or intellectually gifted students. The plan should be a comprehensive description of the services available to students in the local school system. Although it should govern the programs for academically or intellectually gifted students, it should be dynamic and flexible in order to meet the changing circumstances in the school system.

The local plan must be sent to the State Board of Education for review, comments, and recommendations. By the fall of 1998, all local school systems must begin implementation of their local plans. The following guidelines for the development of local plans incorporate components of the statute and serve as suggestions for best practice. They provide some statewide consistency in the education of academically or intellectually gifted students. Information in bold print has been lifted from the statute.

Definition

Academically or intellectually gifted students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment. Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both intellectual areas and specific academic fields. Academically or intellectually gifted students require differentiated education services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor.

Local Plans

Each local board of education shall develop a local three year plan designed to identify and establish a procedure for providing appropriate education services to each academically or intellectually gifted student. The board shall include parents, the school community, representatives of the community, and others in the development of this plan. The plan may be developed by or in conjunction with other committees.

The Planning Team

The first step in planning is the formation of the planning team. This team should have between 12 and 16 members (small enough to be a working team, but large enough to be representative of the system). Planning team members may include regular classroom teachers, gifted education specialists, principals, school psychologists/counselors, curriculum specialists, Exceptional Children Directors, school board members, parents, community representatives and, when possible, students. The planning team should actively seek continual feedback from the community at large throughout the planning process.

Self-Assessment

An essential step, critical to the development of local plan, is the comprehensive, unbiased study of the current program and services for academically or intellectually gifted students. This study should include input from the local and school community: parents, business and industry representatives, students, classroom teachers, media coordinators, curriculum specialists, principals, counselors, psychologists and gifted specialists. Data reflective of the strengths and needs of the current program should be gathered through focused group discussions, interviews, surveys, questionnaires, etc. One dimensional instruments, such as surveys, are not sufficient. Upon careful analysis of the data, the planning team should recognize an emerging profile of the program that indicates priorities for planning. The local plan should reflect the findings of the self-assessment.

Plan Development

This is the writing phase of the plan. Initially the writing committee should develop a vision expressed through a philosophy statement and system-wide goals for the program for gifted education. The plan should reflect the data collected in the self-assessment and clearly describe how academically or intellectually gifted students will be served.

Plan Approval
The plan must be approved by the local school board.

Plan Review
Upon its approval of the plan, the local board shall submit the plan to the State Board of Education for its review and comments. The local board shall consider the comments it receives from the State Board before it implements the plan.

A plan shall remain in effect for no more than three years; however, the local board may amend the plan as often as it considers necessary or appropriate. Any changes to a plan shall be submitted to the State Board of Education for its review and comments. The local board shall consider the State Board's comments before it implements the changes.

Upon the approval of the local school board, the local school system must send the plan for gifted education to the Exceptional Children Division of the Department of Public Instruction for preview to determine if all components of the statutes are addressed. If all components are not present, the plan will be returned to the local school system for completion. If all required components are present, the plan will be accepted for review. Once the plan has been reviewed, comments recorded, and such information returned to the local school board, the plan may be implemented.

THE PLANNING COMPONENTS

Screening, Identification, and Placement

The plan shall include screening, identification, and placement procedures that allow for the identification of specific educational needs and for the assignment of academically or intellectually gifted students to appropriate services.

Screening

Each system shall develop a screening procedure that provides for equal opportunity/access for all students including minority students, students with disabilities and students who are economically disadvantaged. The screening should occur at least once for students during each of these grade configurations: K-3; 4-5; and 6-8 with opportunities available for peer, teacher, self and parent nomination. Each student should be viewed as an individual without limiting giftedness to any one score or measure. The screening establishes a broad-based pool of students for consideration for placement in service delivery options for academically or intellectually gifted students and includes

- Multiple criteria for decision making including informal assessment,
- Assessments that go beyond a narrowed conception of giftedness,
- Reliable instruments/strategies for assessing giftedness,
- Appropriate instruments to be used with underserved populations, and
- Data which provide relevant information for instructional decision-making rather than labeling.

Identification/Placement

Differentiated Education

Identification/placement of students should be based on individual student need for a differentiated education. The emphasis for identification/placement should be to match students with particular services that will afford them the opportunity to receive instruction on an appropriate level so they will experience and demonstrate growth in an academic subject(s) or enrichment program. The emphasis should not be to determine which students to label "gifted."

Differentiated education beyond the standard course of study should be provided in grades K-12 at least in the areas of reading, writing and mathematics. The matching (placement) of students with the appropriate learning environment(s), content modification(s) and special program(s) will be determined by the student's demonstrated abilities and/or performance. Enrichment and/or acceleration may also be provided in the areas of social studies and science, as well as interest-based electives and seminars. Program options should match and expand the curriculum goals listed in the *North Carolina Standard Course of Study*. Since resources are limited in programs for gifted education, regular education has an integral responsibility in appropriately differentiating the curriculum for gifted students. Gifted education can only serve as a supplement to an appropriate regular education.

Criteria for placement should match the particular service delivery option. Criteria to be considered are aptitude, achievement on standard measures such as End-of Grade Tests, classroom performance, demonstrated products or abilities, student motivation and interests, and teacher observation and recommendation. The degree of precociousness of the student should be considered when the committee makes program placement decisions.

Who Makes The Decision?

Each school should establish a committee to serve as an identification/placement team. This committee should include individuals familiar with gifted education as well as counselors, administrators and regular education teachers. The committee should make decisions based on the demonstrated educational needs of the student. Different options will be appropriate for different students depending on the level of differentiation needed. The committee should receive permission from the parent/guardian for any aptitude or achievement testing that will not be generally administered in the regular school program. The committee should record the information used in making the decision; determine the program option(s) the student will access; and receive permission from the parent/guardian to place the student in the option(s).

Decision Documentation

Each student should have a *Differentiated Education Plan (DEP)* that outlines the program service option(s) appropriate for that student at specific grade configurations (primary, upper elementary, middle school and high school). *The Differentiated Education Plan (DEP)* lists the learning environment, content modifications and special programs available to the student during those grade configurations. A *Differentiated Education Plan (DEP)* should be completed for each student during each of the four educational phases (K-3, 4-5, 6-8, 9-12). Students who clearly demonstrate outstanding intellectual gifts, but do not meet the criteria for the *Differentiated Education Plan*, should be identified, and an *Individual Differentiated Plan* should be developed to meet their needs.

Each student should have a yearly performance review to determine the appropriateness of his/her continuing to receive differentiated services in each service option. The decision for a student to continue in a program service option should be based on the student's performance. Each option should have clearly defined instructional goals that must be assessed annually to determine student growth. Student progress will be recorded and shared with the parents. If a student no longer requires services in a particular option or options, the placement committee should convene to discuss the concerns. If changes are recommended by the committee, the parent should be invited to a conference to discuss the student's return to the regular education program.

Program Service Options

The plan shall include a clear statement of the program to be offered that includes different types of services provided in a variety of settings to meet the diversity of identified academically or intellectually gifted students.

Program Service Options shall describe the array of differentiated services available and the criteria for entry into each option. An array of services shall be available for students in grades K-12. Since the needs of high achieving/advanced students and highly gifted students vary widely, the program service options shall reflect this diversity. The program service options applicable to the vast majority of academically or intellectually gifted students should be listed in the *Differentiated Education Plan (DEP)* and indicate the learning environment where the differentiation will occur (advanced class, cluster group, resource room, grade or content acceleration, dual enrollment, etc.), the method of content modification (advanced language arts, advanced math, AP Calculus, AP English, enrichment, etc.), and special programs that enhance learning (Odyssey of the Mind, Future Problem Solving, Mathcounts, Invent America, mini courses, etc.). The program service options should also be described in narrative form with local systemwide criteria established for each option. (e.g. 5th Grade Cluster Group for Advanced Math: 90 percentile on the EOG in Math; A average in Math during the previous year, Teacher Recommendation; IQ in the 85 percentile or above; Strong Interest in Math.) That very small group of unique students identified as academically or intellectually gifted, who do not fit into any programs listed in the *Differentiated Education Plan*, should have *Individual Differentiated Plans* to define and describe their program service options.

<u>High School Program Service Options</u>

Program Service Options at the high school level, in most instances, will be determined by the student's self-selection of courses. The high school *Differentiated Education Plan (DEP)* for academically or intellectually gifted students should be developed in the eighth grade year with input from parents and counselors. The yearly performance review in the courses listed in the *Differentiated Education Plan (DEP)* will be accomplished through scheduled progress reports, report cards, conferences with parents, etc. Each year a high school counselor could be assigned to follow the progress of the school's gifted population to review the academic performance of the academically or intellectually gifted students in an effort to provide support when problems occur or opportunities (scholarships, special programs, special schools, etc.) present themselves.

Evaluation

The plan shall include measurable objectives for the various services that align with the core curriculum and a method to evaluate the plan and the services offered. The evaluation shall focus on improved student performance.

Program Evaluation

The local plan shall address how the program for gifted education is to be assessed. Management objectives should be developed for review, such as:

- Are the services outlined on the *Differentiated Education Plan (DEP)* being offered?
- Have the staff development activities outlined in the plan for Year One been completed?
- Does the program reflect the diversity of the local population?
- How many teachers have received licensure in gifted education?
- How many teachers need classes in gifted education?

These management objectives are basically quantitative; that is, the answer will be *yes* or *no* or a "numerical" answer will be appropriate. In essence, the program evaluation should address the question, "Are we providing what our plan says we will provide?"

Student Evaluation

The local plan shall address how measurable objectives aligned with the core curriculum will be developed and assessed. Teachers assigned to provide differentiated education through content modification will be responsible for assessing the goals and reporting the results to the Coordinator of the Academically or Intellectually Gifted Program. Although the End-of-Grade and End-of-Course tests will provide evidence of student growth in some instructional settings, these measures are not sufficient as the only source of evaluation.

Examples of appropriate measures for documenting growth in students are

- Portfolio assessment,
- Expert reviews of products,
- Off-grade-level assessments,
- Authentic assessment,
- Performance assessment, and
- Attitudinal surveys.

In learning environments where no standard course of study governs instruction, teachers must determine what objectives are to be covered during the instructional year and develop or identify the assessment tools that are appropriate to measure their students' success.

The goals and objectives developed for each program service option should enhance the overall academic program of the local school system. The program for academically or intellectually gifted students should be rigorous and challenging and serve to raise the standards of excellence by removing the ceiling of achievement available to highly able and motivated students.

Professional Development

The local plan shall include professional development clearly matched to the goals and objectives of the plan, the needs of the staff providing services to academically or intellectually gifted students, the services offered, and the curricular modifications.

Staff Development

The plan shall outline the staff development needs of the school system for teachers, administrators, counselors, media and technology specialists, curriculum specialists, and others in grades K-12 who have any responsibility in the education of academically or intellectually gifted students. The local plan shall determine what competencies and level of training teachers should have to provide each option listed in the *Differentiated Education Plan (DEP)*. (e.g. A teacher responsible for the Fifth Grade Advanced Language Arts Cluster in his/ her heterogeneously grouped classroom may need one three (3) unit course in *Characteristics of Gifted Children* and one three unit course in *Differentiating the Curriculum for Gifted Education*. A Seventh Grade teacher assigned to teach Advanced Language Arts all day may need licensure in gifted education. A high school AP English Teacher may need extensive training in AP and staff development in curriculum differentiation.) The local plan should address the levels of need and establish a calendar and schedule for providing the necessary staff development.

Name and Role Description

The plan shall include the name and role description of the person responsible for implementation of the plan.

Role(s) Responsibilities

The plan shall include the title(s) and role description(s) of the person(s) responsible for each level of implementation of the plan. Beginning with the system level coordinator, the plan should outline the responsibilities of each instructional position assigned to each program service option as well as the support personnel at the school and central office level. The level of preparation in gifted education for each role description should be listed in this section.

Community Involvement

The plan shall involve the school community, parents, and representatives of the local community in the ongoing implementation of the local plan, monitoring of the local plan, and integration of educational services for academically or intellectually gifted students into the total school program. This should include a public information component.

Community Involvement

The plan shall state how the community is to be involved not only in the implementation but in the monitoring of the plan. Each local school may appoint an advisory board to help make decisions concerning the education of academically or intellectually gifted students in a particular school. The school system may also appoint a system-level advisory board to help in making ongoing adjustments to the plan itself. One of the duties of the local coordinator for gifted education should be to provide parents with ongoing information through a newsletter, a column in the local papers, etc. The local school board will need to keep parents informed of the results from program and student evaluations.

Procedure to Resolve Disagreements

The plan shall include a procedure to resolve disagreements between parents or guardians and the local school administrative unit when a child is not identified as an academically or intellectually gifted student or concerning the appropriateness of services offered to the academically or intellectually gifted student.

Disagreements

The local plan shall include the procedure for settling disagreements within the system. The first attempt to reach accord could occur with the teacher and principal at the local school level. If no resolution is possible, the disagreement could be reviewed by the system-level Coordinator of the Academically or Intellectually Gifted Program. The next level for discussion might be the Superintendent or his or her designee. If agreement cannot be reached administratively, the disagreement should be reviewed by the local school board. At any point in the hierarchy of discussions, the school system should consider the possibility of mediation with an impartial facilitator.

As an alternative to the hierarchy procedure, a school system could elect to form a Grievance Committee to hear disagreements. If the committee cannot settle the dispute, the issue should be reviewed by the local school board. Mediation could occur at any point during this process.

115C-150.8. Review of Disagreements.

In the event that the procedure developed under G.S. 115C-150.7(b((7) fails to resolve a disagreement, the parent or guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of review shall be limited to (i) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or (ii) whether the local plan developed under G.S. 115C-150.7 has been implemented appropriately with regard to the child. Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge become final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes.

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If the parents/guardians and the local school system cannot reach agreement, the parent has the right to petition an Administrative Law Judge whose decision will be final. Attorney's fees are not available to parents in the event they prevail in a due process hearing.

Additional Information

The local plan shall include any other information the local board considers necessary or appropriate to implement the legislation or to improve the educational performance of academically or intellectually gifted students.

Additional Information

The plan should be a reflection of the community's goals for its academically or intellectually gifted students. Although the statutes define the minimum standards for the program, they in no way limit the program a system may provide its students. If resources are available, school systems may include services in the cultural arts, academic counseling, leadership, talent development, etc.

Items the plan may include are budget, demographical information, the school system's philosophy on the education of gifted students, timelines for implementation, acknowledgements of the persons who developed the plan, etc.

The local plan is in no way limited to the components outlined in these guidelines, but it must contain the components required by the statutes.

Pertinent Information

Headcount

Students who have a *Differentiated Education Plan (DEP)* or an *Individual Differentiation Plan (IDP)* will be counted as participating in the program for academically or intellectually gifted students.

Monitoring

The program for academically or intellectually gifted students will be monitored by the Department of Public Instruction according to the legislation. The monitoring will consist of whether the local plan contains the components required by law and whether the system is providing the services outlined in the plan.

Student Transfers

Any student who transfers with evidence of participation in a program for academically or intellectually gifted students should be reviewed for local eligibility based on the student's individual educational needs and local options available. If the receiving system offers an option similar to one

offered by the former system and the student misses identification by a close margin, the receiving system might want to allow the child probationary admittance into the option. If the child performs satisfactorily, the student should be allowed to remain. If the student's performance is not satisfactory, convene the placement committee for recommendation and invite the parent to a conference to return the student to regular education.

State Funds

Effective July 1, 1997 funds allocated for academically or intellectually gifted students may be used only for academically or intellectually gifted students; to implement the plan developed under G.S. 115C-150.7; or in accordance with an accepted school improvement plan, for any purpose so long as that school demonstrated it is providing appropriate services to academically or intellectually gifted students assigned to that school in accordance with the local plan. Funding for gifted education is based on 4% of the average daily membership of the local school system.

Individual Student Identification/Placement Record
Differentiated Education Program

Student:_____ School:_____

S.S.#:_____ Sex:_____ Race:_____ Grade:_____

DOB:____/____/____ Age:_____ Parent/Guardian:_____

Telephone: (Home)_____ Address:_____

(Work)_____ _____

Date:_____ Person Initiating Review:_____

This process reflects the use of multiple indicators of giftedness to be considered in the eligibility for services decision. Check relevant areas and *attach appropriate documentation.*

I agree for my child to take an aptitude or achievement test. _____

Parent Signature

Observation of Student:	**Student Achievement:**
_____ Checklist _____ Anecdotal Records _____ Authentic Assessments _____ Other _____ _____ Other _____	Test_____%tile_____ Date_____ Test_____%tile_____ Date_____ Test_____%tile_____ Date_____ Test_____%tile_____ Date_____ Test_____%tile_____ Date_____ *or Subtest
Student Performance:	**Student Aptitude:**
_____ Work Samples _____ Authentic Assessments _____ Grades Language Arts_____ Math _____ Social Studies _____ Science _____	Test_____ Subtest Verbal_____%tile Date_____ Subtest Performance_____%tile Date_____ Cumulative_____%tile Date_____ Test_____ Subtest Verbal_____%tile Date_____ Subtest Performance_____%tile Date_____ Cumulative_____ _____%tile Date_____
Student Interest:	**Student Motivation to Learn**
_____ Inventory _____ Contests/Awards _____ Competitions _____ Extra-curricular Activities _____ Motivation	This may be shown through school and/or outside of school activities. With some students this area may be muted by unfavorable environmental or experiential circumstances. For these students, who have often been called "underachievers," an individual case study may be important to reflect the student's specific areas of need. An IDP should be considered and additional information collected. (Attach case study.)

School Site Decision

_____ No services recommended at this time

_____ Watch for further indications of need

_____ Differentiated Services recommended: appropriate Differentiated Education Program (DEP) attached.

_____K-3; _____4-5; _____6-8; _____9-12.

_____ Differentiated services recommended: Individual Differentiation Program attached.

Signatures of Committee Members

Name	**Chairperson**	**Date**
Name	**Position**	**Date**
Name	**Position**	**Date**
Name	**Position**	**Date**

I agree for my child to participate in a differentiated education program as outlined on the Differentiated Education Plan (DEP)/or Individual Differentiated Plan (IDP).

Parent's Signature	**Date**

cc: Student AIG Folder
AIG Coordinator
Parent

SAMPLE

Differentiated Education Plan
Program Service Options
Kindergarten-Grade 3

Student:_____

School:_____Grade:_____ Age: _____

School Site Team Recommendations: (These placement decisions should be based on the student's needs related to the specific criteria for each service option.)

Service Options

Learning Environment	Content Modification	Special Programs
___Within Class Grouping	___Advanced Language Arts	___Enrichment Clusters
___Individualized Class	___Advanced Mathematics	___Super Star Math
___Cluster Grouping	___Advanced Writing	___Geography Bee
___Cross-Age Grouping	___Academic Enrichment	___Spelling Bee
___Subject Grouping	___Differentiated Units	___Special Electives
___Resource Room	___Curriculum Compacting	___Interest-based Enrichment
___Special School	___Computer-based Instruction	
___Grade Acceleration	___Contract	
	___Independent Study	
	___Individualized Program	

When designing DEPs, list only those options available at this grade cluster in this school system.

cc: Student AIG Folder, Central Office, Parent

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SAMPLE

Differentiated Education Plan
Program Service Options
Grades 4-5

Student:_____

School:_____Grade:_____ Age: _____

School Site Team Recommendations: (These placement decisions should be based on the student's needs related to the specific criteria for each service option.)

Service Options

Learning Environment	Content Modification	Special Programs
___Within Class Grouping	___Advanced Language Arts	___Enrichment Clusters
___Individualized Class	___Advanced Mathematics	___Special Electives
___Cluster Grouping	___Advanced Writing	___Interest-based Enrichment
___Cross-Age Grouping	___Academic Enrichment	___Mini Courses
___Subject Grouping	___Differentiated Units	___Mentorships
___Resource Room	___Curriculum Compacting	___Odyssey of the Mind
___Special School	___Computer-based Instruction	___Future Problem Solving
___Grade Acceleration	___Contract	
	___Independent Study	
	___Individualized Program	

When designing DEPs, list only those options available at this grade cluster in this school system.

cc: Student AIG Folder, Central Office, Parent

SAMPLE

Differentiated Education Plan
Program Service Options
Middle School (6-8)

Student:_____

School:_____Grade:_____ Age: _____

School Site Team Recommendations: (These placement decisions should be based on the student's needs related to the specific criteria for each service option.)

Service Options

Learning Environment	Content Modification	Special Programs
___Across Team Grouping	___Advanced Language Arts	___Math Counts
___Within Class Grouping	___Advanced Mathematics	___Special Electives
___Individualized Class	___Advanced Writing	___Mini Courses
___Cluster Grouping	___Academic Enrichment	___Enrichment Clusters
___Cross-Age Grouping	___Differentiated Units	___Mentorships
___Subject Grouping	___Curriculum Compacting	___Odyssey of the Mind
___Resource Room	___Computer-based Instruction	___Future Problem Solving
___Special School	___Contract	
___Grade Acceleration	___Independent Study	
	___Individualized Program	

When designing DEPs, list only those options available at this grade cluster in this school system.

cc: Student AIG Folder, Central Office, Parent

SAMPLE

Differentiated Education Plan
Program Service Options
Grade 9 - Grade 12

Student:_____

School:_____ Grade:_____ Age: _____

School Site Team Recommendations: (These placement decisions should be based on the student's needs related to the specific criteria for each service option.)

Service Options

Learning Environment	Content Modification	Special Programs
___Honors/Advanced Courses	___Honors English I	___Special Electives
___AP Courses	___Honors English II	___Seminars
___Magnet School	___Honors English III	___Mentorships
___Dual Enrollment	___AP English (2 courses)	___Internships
___Early Admission	___Advanced Math	___Odyssey of the Mind
___Tele Courses	___Advanced Geometry	
	___Advanced Algebra III/Trig	
	___AP Calculus	
	___Advanced US History	
	___AP Biology	
	___AP Chemistry	
	___AP Physics	
	___AP US History	
	___AP European History	
	___College/University Courses	
	___Internships	
	___Mentorships	
	___Independent Study	

When designing DEPs, list only those options available at this grade cluster in this school system.

cc: Student AIG Folder, Central Office, Parent

Differentiated Education Plan
Program Service Options
Kindergarten-Grade 3

Student:_____

School:_____ Grade:_____ Age: _____

School Site Team Recommendations: These placement decisions (when completed) should be based on the student's needs related to the specific criteria for each service option.

Service Options

Learning Environment	Content Modification	Special Programs

cc: Student AIG Folder, Parent

Differentiated Education Plan
Program Service Options
Grade 4-Grade 5

Student:_____

School:_____Grade:_____ Age: _____

School Site Team Recommendations: These placement decisions (when completed) should be based on the student's needs related to the specific criteria for each service option.

Service Options

Learning Environment	Content Modification	Special Programs

cc: Student AIG Folder, Parent

Differentiated Education Plan
Program Service Options
Grade 6-Grade 8

Student:_____

School:_____Grade:_____ Age: _____

School Site Team Recommendations: These placement decisions (when completed) should be based on the student's needs related to the specific criteria for each service option.

Service Options

Learning Environment	Content Modification	Special Programs

cc: Student AIG Folder, Parent

Differentiated Education Plan
Program Service Options
Grades 9-12

Student:_____

School:_____Grade:_____ Age: _____

School Site Team Recommendations: These placement decisions (when completed) should be based on the student's needs related to the specific criteria for each service option.

Service Options

Learning Environment	Content Modification	Special Programs

cc: Student AIG Folder, Parent

Individual Differentiated Education Plan
Kindergarten-Grade 12

Student:_____

School:_____ Grade:_____ Age:_____

Rationale for Differentiation

Instructional Objectives

Social/Emotional Objectives

Description of Service Option

_____ _____

AG Coordinator Signature Parent Signature

Yearly Performance Review

Student_____ School:_____

Grade:_____ Service Option:_____

Date of Assessment:_____ Teacher Completing Assessment:_____

Instructional Objectives of Program Service Option	Assessment Data

Recommendations for next year:

_____Continue in differentiated education (send copy to parent; copy to folder)

_____Return to regular education (parent conference required)

NOTE: Yearly Performance Review for each student should be completed by each teacher responsible for a program service option. Students will have a performance review in each program service option they access.

Sample *letter to parents of students rising to high school that might be adapted by systems electing to offer AP and Honors as their high school program with support from guidance.*

Spring, Any Year

Dear Mr. & Mrs. Jones:

Students in high school have the prerogative to self-select their courses of study based on requirements for graduation, personal interests, and personal strengths. You are invited to a conference to discuss your child's high school plan as well as his/her high school *Differentiated Education Plan.* The needs of the vast majority of academically or intellectually gifted students are met through student-selection of Honors or AP Courses.

While your child has been in elementary or middle school, you have been receiving *Yearly Performance Reviews* from each teacher who has been a differentiated program service provider. During your child's high school years, teachers in the Honors and AP classes will discuss yearly objectives at the annual Open-House meetings held at the beginning of the semester. Typically the objectives will be uniform for *all* students in these classes since the classes themselves differentiate the standard course of study. If your child demonstrates a need for differentiation beyond the already rigorous standard, you should arrange a conference with that teacher when it becomes clear the course itself is not offering sufficient challenge. Yearly performance reviews will be accomplished through ongoing communication from the teacher, progress reports, report cards, and any end-of-course or AP exams the student might take.

A guidance counselor at the high school will follow the progress of academically or intellectually gifted students by reviewing the transcripts of those students. The counselors will be scrutinizing the records to identify students who are not performing up to expectation so that follow-up may be begun. The counselors will also be responsible for providing the students with any information concerning scholarships, Governor's School, the School for Science and Math, etc.

We look forward to discussing this important transition period in your child's life with you. The meeting will be.....

Sincerely,